



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3733 N 75th Ave, Phoenix, AZ 85033

Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Patricia Heichel
Schedule : 07:30 AM to 04:30 PM
Grades : 6-8
Web Address : www.cartwright.k12.az.us/
Phone Number : (623) 691-5400
Fax Number : (623) 691-5420
E-mail : pheichel@estr.cartwright.k12.az.us

Mission

ESTRELLA MIDDLE SCHOOL A BRIDGE TO OPPORTUNITY. We place the interests of the child first. We are committed to programs promoting the Arizona State Standards. Student achievement is our focus. We strive for a safe learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Met

School Improvement Status (b)

2005-06 Corrective Action
2004-05 SI Year 2
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To implement programs aligned with the Arizona State Standards promoting strong academic achievement throughout the school.
- ü To personalize the learning of each student by implementing an enrichment program maximizing our students' potential in math, language arts and reading.
- ü To provide opportunities for all students in technology, the arts and physical education.
- ü To enhance Language Development for English Language Learners by providing all students an English Language Development class.

Enrollment

October 1, 2005 School Year Student Enrollment : 1732
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 105

Instructional Programs

- Ü Gifted Program
- Ü Honors Classes
- Ü On-site Special Education
- Ü Structured English Immersion Classes
- Ü Special Elective Classes
- Ü AIMS Intervention
- Ü English Language Development

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The school has the responsibility to provide a safe and orderly learning environment. Teaching the Arizona Academic Standards provides learning opportunities for students at all levels of learning abilities. Student achievement is our focus.

Parents

We expect parents to play a pivotal role in the education of their child. Parents and students are expected to follow all rules outlined in the Parent/Student Handbook and Compact. We expect parents to take an active part in their child's education.

Transportation Policy

Students who are residents within a school attendance area and live more than one (1) radius mile from the school. Students with disabilities who require transportation, as indicated in their respective individual education program.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 'Beat the Odds' - 8th Grade Math!!	2006
Ü Outstanding Technology Teacher Award	2001
Ü Campfire Outstanding Teens in Action Anti-Tobacco	2003
Ü 2 National Board Certified Art Teacher2	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	587	2094	79327	100	100	98	504	500	518	22	24	19	23	25	20	48	44	46	7	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	288	1066	38961	100	100	98	505	502	520	17	21	16	27	27	20	49	45	48	7	7	16
Male	298	1024	40295	99	99	97	503	497	516	26	27	21	19	23	19	48	43	44	8	7	16
African American	29	97	4247	100	99	98	496	490	499	17	23	27	41	36	24	41	40	41	NA	1	8
Hispanic	495	1836	32327	100	100	98	502	499	499	23	25	27	24	25	25	47	44	41	7	7	8
Asian/Pacific Islander	NC	10	1939	NC	100	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	NC	20	4391	NC	95	96	NC	501	489	NC	10	32	NC	30	27	NC	60	36	NC	NA	4
White	51	130	36373	100	99	98	522	512	538	18	20	10	6	16	14	63	52	52	14	12	25
Students with Disabilities	46	222	9321	90	94	87	450	456	467	74	62	54	17	24	22	7	13	21	2	1	3
Students without Disabilities	541	1872	70006	100	100	100	508	504	524	17	20	14	23	25	19	52	48	49	8	7	18
Limited English Proficient Students	135	554	9431	99	99	95	470	466	466	51	54	53	23	25	27	25	21	18	1	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	437	1672	37097	99	99	97	504	500	498	23	24	27	21	25	25	48	44	41	7	7	7
Non-Economically Disadvantaged	150	422	42230	100	100	99	505	499	535	17	23	11	27	26	15	49	43	50	7	8	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	590	2086	79501	100	99	98	480	474	497	15	17	10	34	36	25	50	46	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	289	1061	39062	100	99	99	484	479	502	11	14	8	36	36	23	53	49	64	1	1	5
Male	300	1021	40368	100	99	98	476	470	491	18	21	13	33	36	27	47	43	57	1	0	3
African American	29	97	4279	100	99	99	473	472	485	10	12	14	45	44	30	45	43	54	NA	NA	2
Hispanic	497	1827	32389	100	99	98	478	473	478	15	18	16	35	37	34	48	45	48	1	1	1
Asian/Pacific Islander	NC	10	1936	NC	100	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	NC	20	4401	NC	95	96	NC	490	473	NC	15	17	NC	35	40	NC	40	43	NC	10	1
White	52	131	36446	100	100	99	499	492	516	12	11	4	21	27	15	65	61	73	2	2	7
Students with Disabilities	49	214	9411	96	91	88	426	430	453	61	53	36	37	37	36	2	9	26	NA	0	1
Students without Disabilities	541	1872	70090	100	100	100	485	479	502	11	13	7	34	36	24	54	50	65	1	1	5
Limited English Proficient Students	137	545	9401	100	97	94	446	440	443	38	42	40	43	45	46	19	13	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	439	1662	37183	99	98	97	479	474	479	15	17	16	35	37	34	49	46	49	1	1	1
Non-Economically Disadvantaged	151	424	42318	100	100	99	482	477	513	14	17	5	34	34	17	52	47	70	1	1	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	583	2089	80000	99	100	99	544	541	564	3	3	3	17	18	11	74	75	75	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	287	1064	39288	100	100	99	561	557	579	2	2	2	11	11	6	79	82	77	8	5	16
Male	295	1022	40644	98	99	98	528	524	549	5	5	4	22	26	15	68	68	74	4	2	7
African American	28	95	4307	97	97	99	546	541	551	4	3	4	18	18	13	71	75	75	7	4	7
Hispanic	493	1834	32672	99	100	99	543	540	548	4	3	4	17	18	14	75	75	76	5	3	6
Asian/Pacific Islander	NC	10	1945	NC	100	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	NC	18	4424	NC	86	97	NC	552	549	NC	NA	3	NC	17	14	NC	72	77	NC	11	5
White	52	131	36602	100	100	99	545	547	579	2	2	2	23	18	7	63	72	75	12	8	16
Students with Disabilities	49	228	9919	96	97	93	482	480	505	4	7	9	67	54	35	29	39	54	NA	0	2
Students without Disabilities	534	1861	70081	99	100	100	550	547	571	3	3	2	12	14	7	78	79	79	7	4	12
Limited English Proficient Students	133	554	9571	97	99	96	493	491	502	10	10	10	38	38	29	53	52	60	NA	0	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	433	1671	37534	98	99	98	544	541	547	3	3	4	16	19	15	76	76	76	5	3	5
Non-Economically Disadvantaged	150	418	42466	100	100	100	543	538	578	3	6	2	19	17	7	68	72	75	9	6	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	544	2024	78546	94	97	97	535	529	543	17	21	15	20	21	18	52	50	52	10	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	243	959	38645	96	98	98	537	532	545	14	18	13	19	21	18	56	53	54	11	9	15
Male	300	1064	39792	93	97	97	532	526	542	20	23	17	21	21	17	49	48	50	10	8	15
African American	22	109	4205	79	94	97	524	515	524	23	28	22	23	23	22	50	48	49	5	2	7
Hispanic	450	1744	31177	95	98	97	532	528	524	18	21	22	21	22	23	50	49	48	10	8	7
Asian/Pacific Islander	NC	19	1940	NC	100	99	NC	552	580	NC	5	5	NC	16	9	NC	74	53	NC	5	33
American Indian/Alaskan Native	NC	22	4689	NC	92	95	NC	538	515	NC	14	28	NC	18	25	NC	64	43	NC	5	4
White	60	130	36450	95	96	97	555	554	563	8	9	7	18	17	12	60	58	57	13	15	23
Students with Disabilities	38	204	8093	53	76	82	486	477	489	42	61	50	39	25	24	18	14	23	NA	NA	2
Students without Disabilities	506	1820	70453	100	100	100	538	534	549	16	16	11	19	21	17	54	54	56	11	9	16
Limited English Proficient Students	139	573	9323	90	94	94	493	492	491	45	47	47	32	29	28	22	23	24	1	1	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	355	1493	34694	92	96	96	532	528	524	19	22	23	23	22	23	48	49	48	10	8	7
Non-Economically Disadvantaged	189	531	43852	99	100	99	539	532	559	15	18	10	15	20	13	60	54	56	10	8	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	537	2006	79045	93	96	98	495	490	512	11	15	10	39	37	25	47	46	58	3	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	243	958	38860	96	98	98	502	496	519	9	12	7	33	35	22	53	51	62	5	3	8
Male	293	1046	40075	90	95	97	489	484	505	13	18	12	43	39	28	42	42	54	2	1	6
African American	23	109	4250	82	94	98	505	493	500	4	14	12	35	33	31	57	52	54	4	1	3
Hispanic	443	1726	31314	93	97	98	492	487	493	12	16	16	41	38	34	44	44	48	3	2	2
Asian/Pacific Islander	NC	19	1949	NC	100	99	NC	506	536	NC	5	4	NC	32	15	NC	63	66	NC	NA	15
American Indian/Alaskan Native	NC	22	4719	NC	92	96	NC	504	489	NC	18	15	NC	23	39	NC	55	45	NC	5	2
White	59	130	36730	94	96	98	517	517	532	3	5	4	25	27	16	64	61	68	7	8	12
Students with Disabilities	31	186	8552	43	69	87	467	448	463	26	48	35	52	39	40	16	12	23	6	2	1
Students without Disabilities	506	1820	70493	100	100	100	496	494	517	10	12	7	38	37	24	49	50	62	3	2	8
Limited English Proficient Students	132	556	9355	85	92	95	455	451	456	32	41	37	54	46	48	14	13	15	1	0	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	352	1480	34922	91	95	96	491	488	493	13	16	15	40	38	34	44	44	48	3	2	3
Non-Economically Disadvantaged	185	526	44123	97	100	99	502	495	527	7	12	6	35	35	18	54	51	66	4	2	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	561	2047	79657	97	98	99	547	543	566	6	7	3	12	13	8	82	80	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	248	966	39120	98	98	99	564	561	580	2	4	2	8	8	4	89	88	92	0	1	2
Male	312	1079	40423	96	98	98	532	527	553	8	9	5	16	17	12	76	73	83	NA	0	1
African American	26	114	4290	93	98	99	553	554	560	NA	1	4	19	15	9	81	84	86	NA	NA	1
Hispanic	463	1761	31642	98	98	99	545	540	552	6	7	5	13	13	11	81	79	84	0	0	0
Asian/Pacific Islander	NC	18	1948	NC	95	99	NC	574	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	23	4760	NC	96	97	NC	557	547	NC	4	5	NC	13	14	NC	83	81	NC	NA	0
White	60	131	36929	95	96	99	554	561	579	7	5	2	5	5	5	88	88	91	NA	2	2
Students with Disabilities	56	230	9069	78	86	92	495	467	508	7	20	11	46	40	30	46	40	58	NA	NA	1
Students without Disabilities	505	1817	70588	100	100	100	552	552	573	5	5	2	9	9	5	86	85	91	0	0	1
Limited English Proficient Students	150	589	9521	97	97	96	496	488	507	16	18	13	31	29	24	53	53	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	370	1513	35341	96	97	97	542	541	551	6	7	5	14	13	12	80	80	83	0	0	0
Non-Economically Disadvantaged	191	534	44316	100	100	100	555	547	578	4	6	2	10	13	5	85	81	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	532	2057	78400	97	98	97	542	536	554	27	29	21	20	23	19	46	43	47	7	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	271	1057	38686	97	98	98	542	538	554	24	26	20	21	24	20	50	45	49	6	5	12
Male	261	999	39636	97	97	96	541	533	554	30	32	23	20	22	18	43	40	46	8	6	13
African American	36	115	4193	92	93	97	533	526	533	28	34	32	25	24	23	47	41	40	NA	1	5
Hispanic	445	1770	30732	98	98	97	541	535	534	28	30	31	19	23	24	46	42	40	7	5	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	30	4536	NC	100	95	NC	538	528	NC	23	35	NC	30	25	NC	40	37	NC	7	4
White	41	138	37038	91	99	97	557	549	575	12	21	11	27	21	14	49	51	56	12	7	19
Students with Disabilities	28	184	7840	58	77	81	502	489	498	54	66	60	29	18	18	18	15	20	NA	1	2
Students without Disabilities	504	1873	70560	100	100	99	544	540	560	25	26	17	20	23	19	48	45	50	7	6	14
Limited English Proficient Students	160	675	8956	95	96	95	512	505	502	49	52	56	24	27	25	25	20	18	2	1	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	345	1460	33014	95	96	95	542	536	534	26	27	31	22	24	24	46	43	40	7	6	5
Non-Economically Disadvantaged	187	597	45386	100	100	99	541	534	569	29	34	15	18	20	15	47	41	52	6	5	18

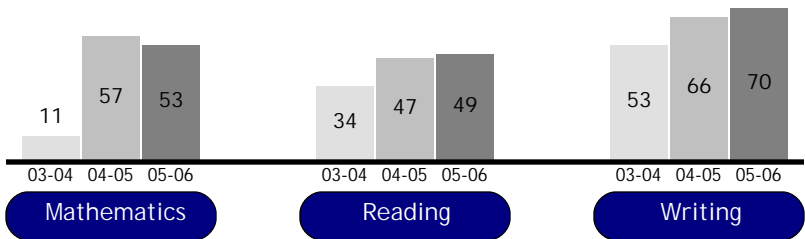
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	515	2064	79179	94	98	98	501	492	519	13	19	11	37	39	27	48	41	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	267	1065	38974	96	99	99	504	497	524	9	14	8	37	40	25	53	45	61	0	1	5
Male	248	998	40124	92	97	97	498	486	513	17	25	13	38	38	28	43	36	54	2	1	4
African American	34	117	4243	87	95	98	495	491	506	12	17	14	38	37	32	50	46	51	NA	NA	3
Hispanic	434	1779	30987	96	99	98	499	490	498	14	20	17	38	40	36	47	39	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	29	4573	NC	97	96	NC	508	494	NC	NA	16	NC	48	41	NC	52	42	NC	NA	1
White	38	135	37467	84	96	98	531	513	539	8	12	5	24	33	17	61	53	70	8	3	8
Students with Disabilities	12	192	8567	25	80	88	464	449	467	25	54	39	67	34	38	8	10	22	NA	2	1
Students without Disabilities	503	1872	70612	100	100	99	502	496	524	13	15	7	37	40	25	49	44	62	1	1	5
Limited English Proficient Students	155	683	9013	92	97	95	472	460	461	28	40	40	51	48	48	21	11	12	NA	0	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	339	1472	33345	93	97	96	500	491	499	13	19	17	37	40	36	48	40	46	1	1	1
Non-Economically Disadvantaged	176	592	45834	96	100	99	504	495	533	13	19	7	38	37	19	49	43	67	1	1	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	546	2101	79734	100	100	99	535	528	554	5	5	3	26	33	19	70	62	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	275	1073	39243	99	100	99	546	541	568	3	3	2	19	23	12	78	73	85	0	0	1
Male	271	1027	40413	100	100	98	524	513	541	6	7	4	32	42	26	61	50	70	NA	0	0
African American	38	120	4285	97	98	99	539	531	548	5	4	3	13	29	22	82	67	74	NA	NA	0
Hispanic	454	1805	31254	100	100	99	532	526	539	5	5	5	27	34	25	68	61	70	NA	0	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	30	4613	NC	100	97	NC	551	535	NC	NA	4	NC	20	29	NC	80	67	NC	NA	0
White	44	142	37668	98	100	99	553	544	569	2	4	1	25	25	13	70	70	85	2	1	1
Students with Disabilities	43	234	8943	90	98	92	483	479	495	14	14	11	49	59	51	37	25	38	NA	2	1
Students without Disabilities	503	1867	70791	100	100	100	539	533	561	4	4	2	24	29	15	72	67	83	0	0	0
Limited English Proficient Students	167	698	9138	99	100	97	493	488	492	11	11	13	46	53	46	44	35	40	NA	1	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	356	1496	33718	98	99	97	533	527	538	5	5	5	24	33	26	71	61	69	NA	0	0
Non-Economically Disadvantaged	190	605	46016	100	100	100	539	530	567	4	6	2	28	31	14	68	63	84	1	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	NA	56	--	--	40	51	100	44	41	56
	Language	--	--	32	48	--	--	37	47	100	39	35	50
	Mathematics	--	--	51	66	--	--	42	52	100	48	44	58
7	Reading	98	43	NA	54	100	40	38	50	92	41	37	54
	Language	98	50	42	58	100	40	40	52	97	43	41	58
	Mathematics	98	59	51	62	100	42	40	50	94	46	43	54
8	Reading	98	45	NA	55	96	39	39	51	94	48	39	58
	Language	98	39	32	52	96	43	42	50	99	46	41	56
	Mathematics	98	60	45	61	96	50	47	53	97	50	46	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advise School Administrative Staff
- Ü Provide Input from Staff and Parents
- Ü Academic and Instructional Design
- Ü Leadership in District Decisions
- Ü Leadership in Site Decisions
- Ü Leadership in Community Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	89.00
Other Professional Staff	5.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	2	0	0
4 to 6 years	8	5	0	0
7 to 9 years	9	10	0	0
10 or more years	10	27	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	88
Teachers with Emergency Certification.	8
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Four Computer Labs
- Ü Media Center/TV Studio
- Ü Mobil Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Intramural Sports Program
- Ü Wake-Up
- Ü Yearbook Club
- Ü Interscholastic Athletic Teams
- Ü Mediation Team
- Ü Cybermission

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü ESL Adult Classes
- Ü Family Resource Center
- Ü Parent Lisison

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Estrella Middle School has the gifted magnet program servicing all middle school students in the Cartwright School District.
- ü Estrella Middle School 'Beat the Odds' and was one of 12 schools in the State succeeding in 8th Grade Math. The report from the Morrison Institute for Public Policy. 'Why Some Schools With Latino Children Beat the Odds ... and Others Don't.'
- ü Outstanding State Art Teacher. Middle Level Art Teacher in the State of Arizona 2001. Six selected Teachers of Who's Who Among American Teachers.
- ü 2 National Board Certified Art Teachers.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School uniforms. School resource officer and probation officer teaching law-related non-violence classes. Character Education classes. Noon monitors. Secured parking lot. Identification cards worn by staff and students. Security personnel on campus. Security cameras.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Patricia Heichel	(623) 691-5400
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Meri Simmons	(623) 691-4003
School Nutrition Programs	Judy Sawyer	(623) 691-4045
Parent Organization	Liz Roberts	(623) 691-5400
Student Health/Nurse	Laura Smith	(623) 691-5415

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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